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ABSTRACT

Directions are give n for making teaching aids for physically handicapped children. Self help materials aid dressing and communication; modified instructional materials teach visual, speech, and reading skills. Both types of materials are suggested for other uses as well. (JD)

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TEACHING and TRAINING AIDS for ORTHOPEDIC SCHOOL PROGRAMS

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STATE DEPARTMENT OF PUBLIC INSTRUCTION / WILLIAM C. KAHL, STATE SUPERINTENDENT

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February, 1969

TEACHING AND TRAINING AIDS FOR ORTHOPEDIC SCHOOL PROGRAMS

Developed under the direction of: Kenneth R. Blessing, Ph.D., BHC Educational Coordinator

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BUREAU FOR HANDICAPPED CHILDREN / JOHN W. MELCHER, ASSISTANT SUPERINTENDENT

Bulletin No. 53

2500-18

FOREWORD

Special educators are always interested in the implements of teaching. This bulletin supplies many new ideas for classroom activities. It is the product of Dr. Kenneth Blessing's intensive efforts with University of Wisconsin graduate students in the education of the physically handicapped. The suggestions can serve as seeds of thought to be multiplied by creative and resourceful special class instructors. We sincerely hope this publication will be used and extended.

John W. Melcher
Assistant Superintendent

PREFACE

The complex nature of current enrollees in Wisconsin orthopedic school programs militates against creative and prescriptive teaching. Varying combinations of physical, intellectual, and learning disabilities require that teachers of physically handicapped children be concerned with media and means of facilitating pupil growth. Self-help aids that facilitate learning along with instructional media designed to match learner needs are prime requisites of prescriptive or clinical teaching. Most of these teaching aids are, at present, necessarily teacher-created. Some may be suggested by ancillary or supportive personnel, e.g., occupational or physical therapists or speech clinicians concerned with functional development. A limited number of appropriate media are available on the publisher's lists.

This brochure represents the collaborative efforts of a group of graduate students on the campus of the University of Wisconsin and their instructor, Dr. Kenneth Blessing, to develop a curricular publication in this area. The intent is to be illustrative not exhaustive in coverage. Wisconsin educators are encouraged to submit their ideas and suggestions for subsequent revisions of this manuscript.

The following list includes the names of the curriculum workshop participants and of other contributors to this resource guide.

Judith Bluestone
Rose Ann Emmerich
Jane Holloway
Janet B. Hutchinson
Richard Jentoft
Nina Marshman
Charlotte Kaysdale
Kathryn Roberts
Kathleen Saunders
Sr. M. Sheila, OSF
Helen J. Simonson

Sincere appreciation is expressed to the above-mentioned curriculum workshop participants and to other contributors to this project.

Kenneth R. Blessing.

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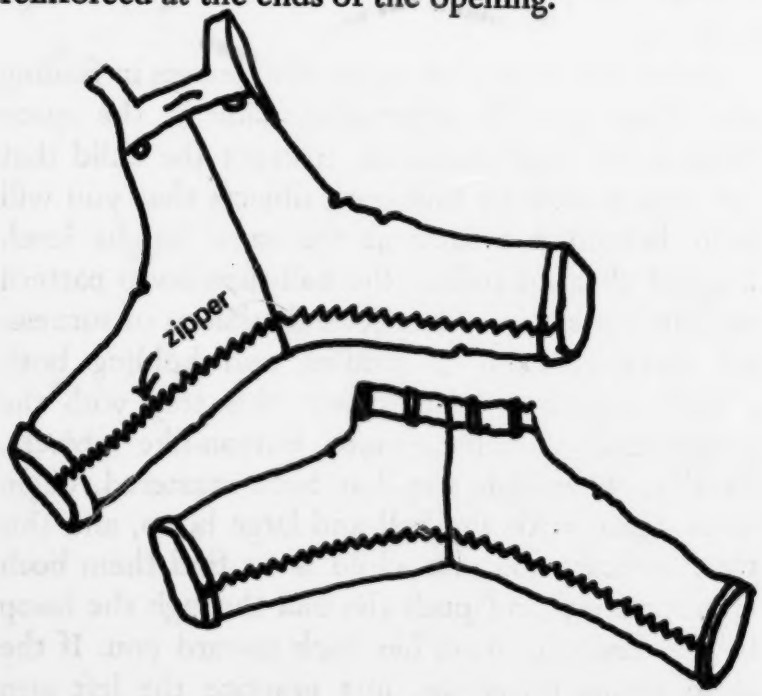
SELF HELP MATERIALS

Crotch Opening for Overalls

by Janet Hutchinson

This idea was taken from a National Society for Crippled Children and Adults booklet entitled *Self-Help Clothing for Handicapped Children* by Clari Bare, Eleanor Boettke, and Neva Waggoner, copyright 1962. The practicality of this suggestion was observed at the Madison Lapham Orthopedic School.

Daily physical therapy and toileting prove that a large jacket-type zipper inserted in a regular pair of overalls or slacks is time saving. Infant and toddler-size overalls can be purchased with this kind of leg opening, but as youngsters grow mothers may adapt the regular overalls with this handy zipper reinforced at the ends of the opening.



Multiple Task Smock

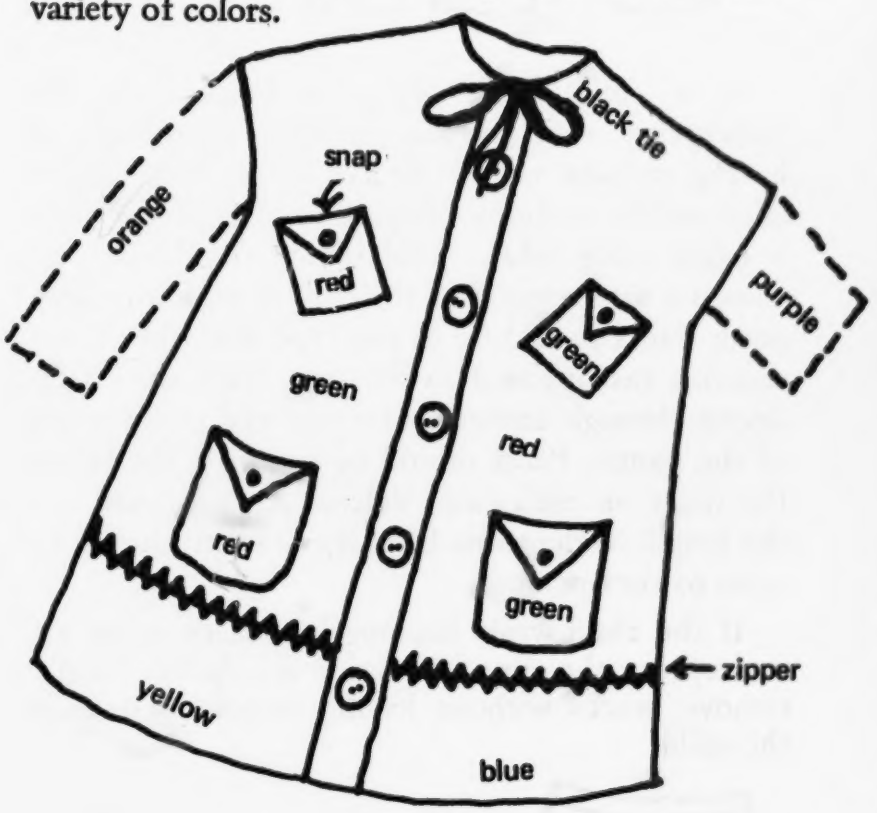
by Janet Hutchinson

The smock is an adaptation of the kind that may be used in any school. It is to be used with a child who has hand involvement. Although simple, easy-to-manipulate clothing is most sensible, there are times when it is necessary for a cerebral palsied child to zip, tie, button, and snap. It gives the poorly coordinated child the chance to practice these difficult tasks on real clothes.

It can be made with short or three-quarter length sleeves. The many pockets can be used for handkerchiefs and art supplies.

Some children have trouble identifying clothing items because of perceptual difficulties. A little colorful ingenuity will help with this problem.

The buttons should be large and flat and of a variety of colors.

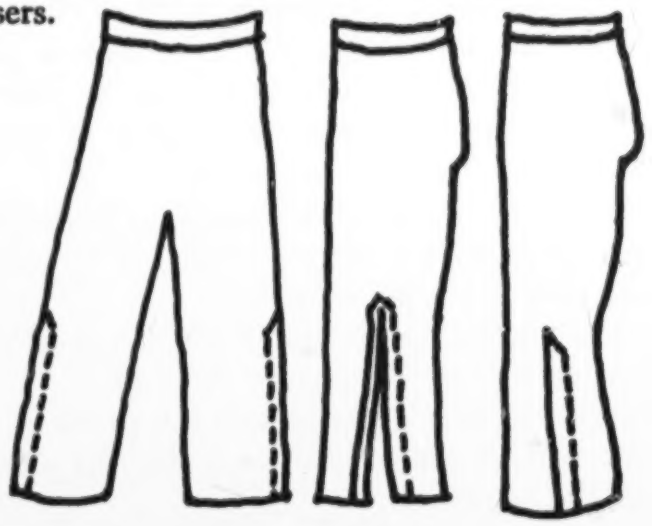


Clothing Adaptation for Children Wearing Leg Braces

by Helen J. Simonson

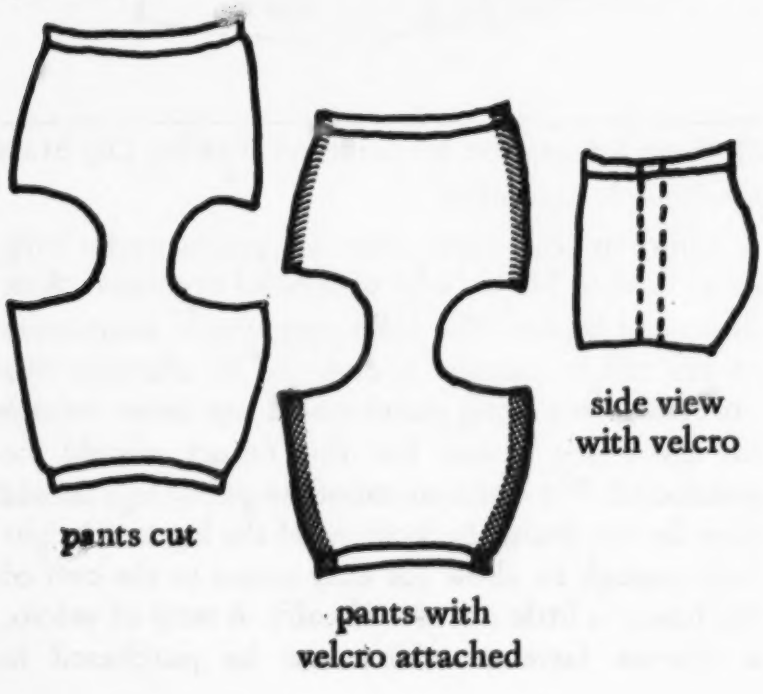
Children who wear short leg braces under long pants have to be partially undressed to remove their shoes and braces. The following simple adaptation of the child's clothes is designed to alleviate this problem. First, long pants which are loose enough to allow leg room for the braces should be purchased. The outer seams of the pants' legs should then be cut from the bottom of the leg to a height high enough to allow for easy access to the cuff of the brace (a little above mid calf). A strip of velcro, a fibrous fastener which can be purchased in

sewing departments of dime stores and department stores, an inch wide and the length of the slit, should be sewn to each side of the slit on both pants' legs. This type of fastening is easily opened and closed, allowing for the taking off and putting on of a child's braces without having to remove his trousers.



If a child wears long leg braces over his underpants, toileting him presents a problem of having to take off his braces. This, too, can be alleviated by a simple adaptation of his underpants – again using velcro. Underpants should be purchased a size larger than the child would ordinarily need. Pants should be of the type with the elastic showing (as opposed to the type with the elastic drawn through turned under material at the waist of the pants). Pants should be cut from the leg to the waist on each side. Velcro, an inch wide and the length of the pants from leg to waist, should be sewn to cut openings.

If the child wears his long leg braces under his underpants, the same adaptation is helpful to easily remove braces without having to totally undress the child.



Pre-Buttoning and Buttoning Exercises

by Judith Bluestone

A simple game-like exercise involving such handy materials as a ball, hard candy, poker chips, and a hoop can be a very effective means of teaching a non-physically handicapped, non-retarded child who has laterality problems, or who lacks awareness of space behind, to button an article of clothing on which the buttons are in the back. This task is more relevant to intermediate age girls than to other groups, unless an older girl has not yet learned this skill.

The first step is to introduce to the child the materials and procedures to be used. The first materials should be a ball of about three inch diameter and an embroidery hoop of about four inch diameter. Later smaller objects such as sour-balls and gum-balls or poker chips can be used with the size of the hoop varying accordingly. The instructions are simply that when she feels the ball on her back or hears the clue "ball" from the teacher, she is to bend her left elbow, place her hand behind her back, and move it until she grasps the ball (candy, chip). The directions for the hoop are the same except that this involves the right arm. If these clues are known, the object may be pressed lightly against the child's back to offer kinesthetic clues to its position. If not, it is initially easier for the child to grasp the object slightly (one inch) away from the back. The tasks of grasping can be alternated after each success from ball to hoop. After this task of perceptual discrimination has been completed consistently over a period of several sessions with the ball and large hoop, progress to the candy (or like-sized object) and smaller hoop, then to the poker chip (or large button.)

After this complete series of exercises in finding an object on the appropriate side in the space behind has been mastered, instruct the child that her task is now to find both objects that you will hold behind her back at the same height level. Suggest that she follow the ball-then-hoop pattern established earlier. After several sessions of successful discrimination in finding and holding both objects together, again repeat this step with the progressively smaller, more button-like objects. Finally, when this step has been mastered, begin work again with the ball and large hoop, and this time indicate that the child is to find them both appropriately and push the ball through the hoop in the direction from her back toward you. If the child seems uncertain, just practice the left arm

motion of movement from a position in contact with the back out toward you as you stand directly behind her. This series of artificial buttoning exercise should follow the same progression through the small objects, but should not stop until the child has practiced on her own garment. The transition should not be a problem because of the likeness of the tasks and the fact that the child's perceptual handicap is the only problem. That problem has been remediated for this task. The last stage of this exercise should be repeated at least twice a week for several weeks after initial instruction, then less often.

This exercise not only gives a little girl a good feeling of self-help and frees her from avoiding back-buttoning garments, but it also teaches perceptual skills which add to her general level of understanding of her environment and her functioning within it. It should be easier to remediate less personal aspects of functioning in realms where this perceptual deficit exists if this highly motivating task is taught first. This learning activity is easily adaptable to an operant conditioning approach, if the teacher is so inclined.

PRE–BUTTONING EXERCISE

Teacher's position (directly behind child to hold props) is left out.

Self-Help Zipper Hook

*by Rose Ann Emmerich**

The design is drawn approximately to scale. It is basically a balsa wood handle which may be wrapped in foam for an easier grip. The hook is a finishing nail with the head cut off. The design of the hook may need to be varied according to type and degree of handicap.

*From an idea suggested by Jane Holloway, O.T.R.

Doll Dressing

by Janet Hutchinson

The dressing of a large-sized doll can be helpful at "Choice Time." Although the "real thing" is the best teacher, a slightly broken doll also adds interesting thought to the process of learning the how's and what's of dressing.

LARGE DOLLS

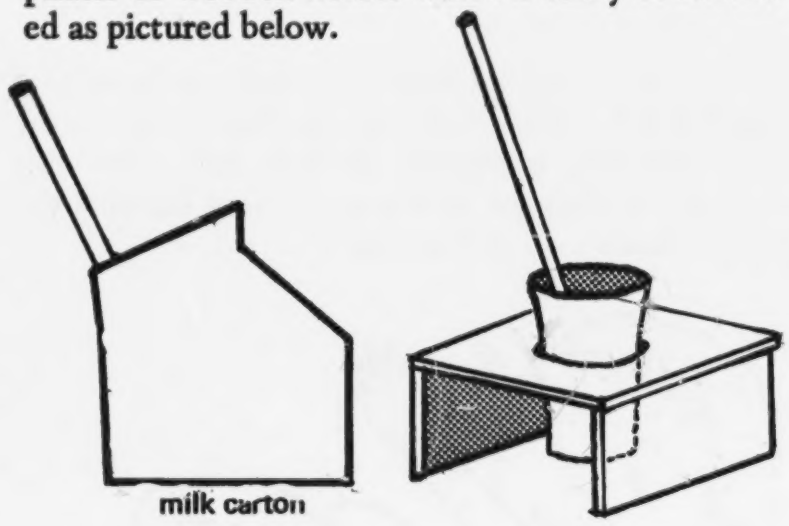
Straw Drinking

by Helen J. Simonson

Straw drinking for the cerebral palsied child allows him a degree of independence at mealtime. Glass, paper, and hard plastic straws are impractical because the child may bite down on them, completely collapsing the straw and possibly injuring himself.

Soft plastic transparent tubing, such as used in hospitals, provides a safe straw which can be cut to any length. If the child is just learning straw drinking, a short straw of three to five inches is used. One end of the straw is dipped into the milk or sweet liquid and then placed into the child's mouth. If necessary, his lips should be held closed around the straw until he learns to do this himself.

Once the child has learned to suck through the straw, he has gained independence in part of his feeding program. The plastic straw can either be set in a pint milk carton or in a glass supported by a plastic or wooden holder which is easily constructed as pictured below.

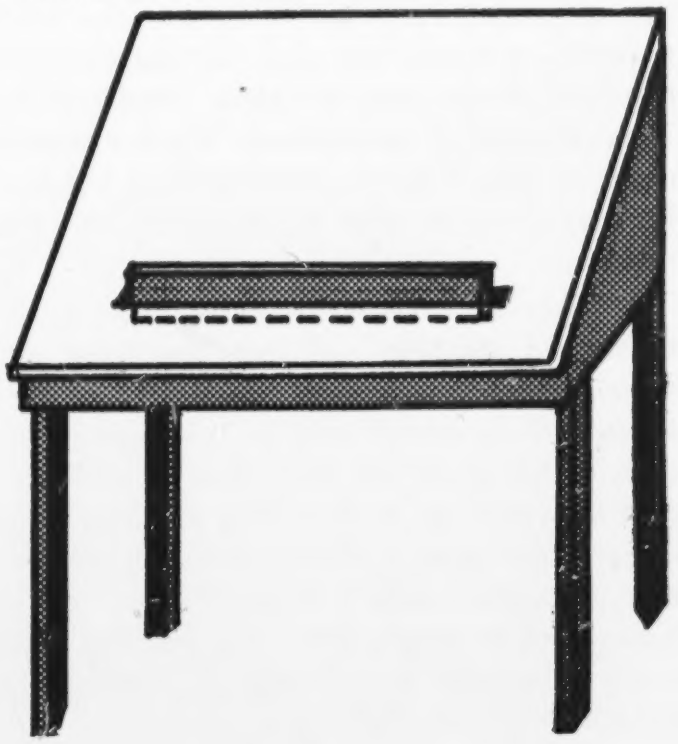


Self-Help Desk Aid

by Nina Marshman

A simple self-help aid which can probably be made by the custodial staff or any fairly handy person will be of use to the physically handicapped child who uses a slanted desk surface. This child will run into the problem of having to keep books or other material he is using from sliding onto his lap. The following solution is suggested:

A groove approximately one half inch in depth can be made in the top surface of the desk at a position part way up the slanted surface. The distance would be determined by the position of the child in relation to the desk. A slat of wood of the same length as the groove and about one and a half inches wide (or even a straight surface like a ruler) can be placed in this groove when the child is using a book or any other material which is apt to slip down. The slat can be removed when the child is using the desk surface for writing so that it does not interfere with the movement of his arm across the surface of the desk.

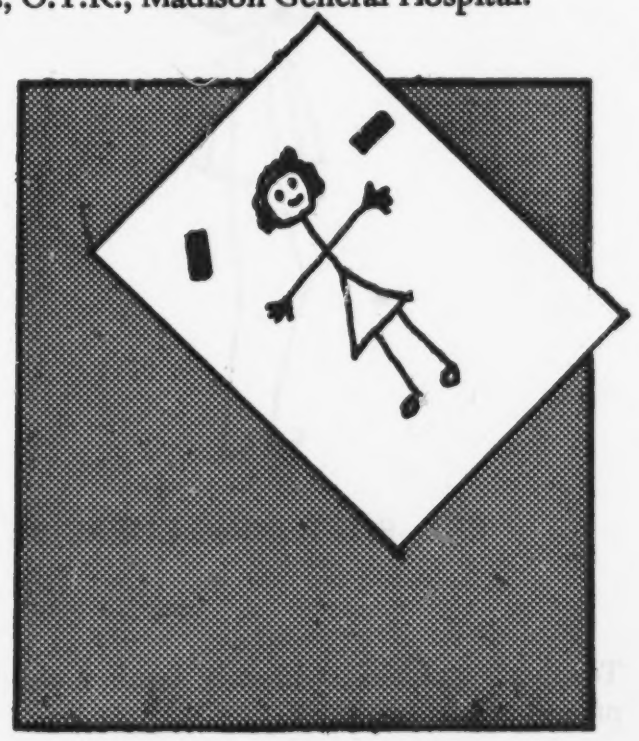


Self-Help Writing Board

*by Rose Ann Emmerich**

For children who can only use one hand and cannot hold their work in place while writing or drawing, use a magnetic bulletin board instead of a clipboard. The paper can be raised from time to time, so that the bottom line continues to be at a comfortable level for the child.

*From an idea suggested by Kathleen Saunders, O.T.R., Madison General Hospital.



Communicating in Morse Code

by Nina Marshman

This aid is suggested for cerebral palsied youngsters who do not have sufficient control to be able to communicate by speaking, writing by hand, or using a typewriter, electric or manual. This aid is self-limiting, as not everyone in the child's environment can be expected to have the patience to use it, but it is a solution for the completely non-communicative child.

This method of communication being suggested is the Morse Code, produced not by a telegraph key or speech sounds, but by the use of two differentiated gestures. For instance, two differentiated actions, such as a voluntary eye-blink and a smile can be made to stand for the two symbols of the Morse Code, the dot and the dash. The child is instructed as to the procedure for using one gesture for one symbol, and the other gesture for the other symbol. He is then exposed visually and auditorily to the Morse Code configurations which stand for letters, number, and punctuation symbols, and learns to make the various configurations. This is a difficult, laborious task, and is suggested for use with cerebral palsied children of at least normal intelligence. Probably the child will never acquire enough speed to be able to carry on conversations with sentence length and complicated sentences, but it is a tool for expression of key words and phrases to make wants, desires, and problems known.

International Morse Code

A	.–	N	–.	1	.————
B	–...	O	———	2	..———
C	–.–.	P	.––.	3	...––
D	–..	Q	––.–	4	....–
E	.	R	.–.	5	.....
F	..–.	S	...	6	–....
G	––.	T	–	7	––...
H	....	U	..–	8	–––..
I	..	V	...–	9	––––.
J	.–––	W	.––	0	—————
K	–.–	X	–..–		
L	.–..	Y	–.––		
M	––	Z	––..		

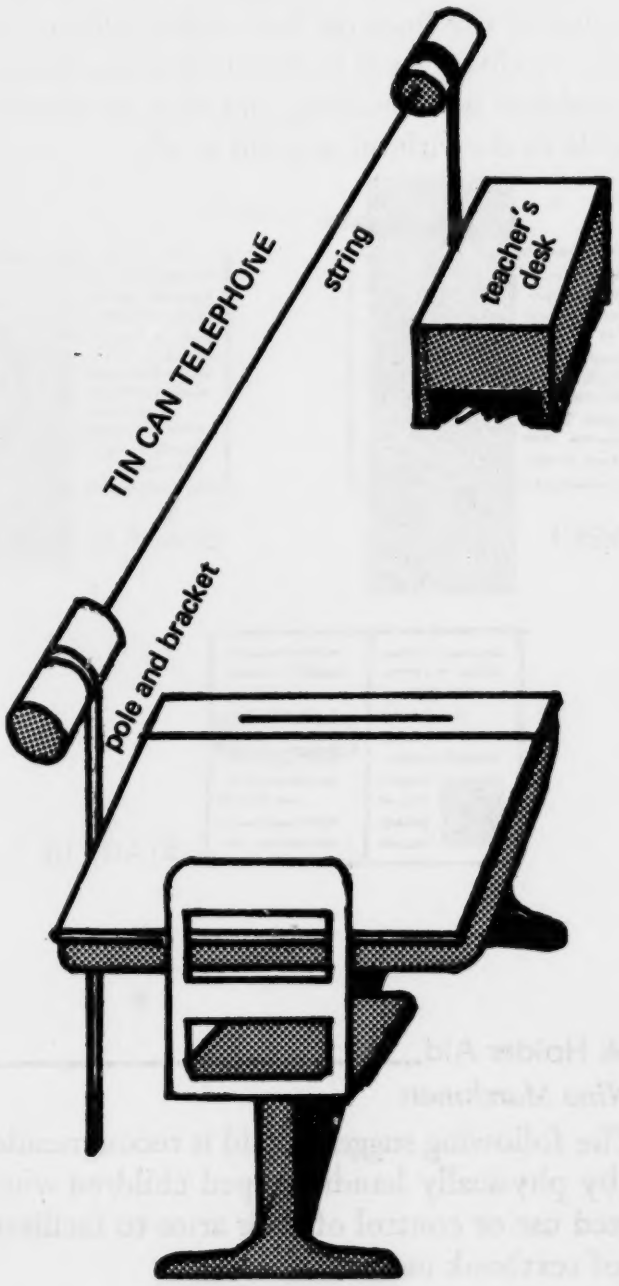
Period	.–.–.–	End of Message	.–.–.
Comma	––..––	Wait	.–...
Question	..––..	Go Ahead	–.–
Error	.....	Received (OK)	.–.
End of Communication	...–.–		

Communication Aid

by Nina Marshman

With apologies to the generations of children who have used a tin-can telephone for fun, we would like to suggest its use for physically handicapped children in the classroom. While the tin-can telephone can be used by any child who finds it difficult to move around the classroom, we are suggesting it especially for use with the child with muscular dystrophy, where excess movement is not only often impossible, but often not recommended.

By the use of a simple pole, bracket, and holding device, the tin-can telephone can be fixed in a position where the child must simply turn his head to speak into it. The other end of the line, another telephone can similarly be affixed to the teacher's desk. In this way, if the child needs assistance, materials, or has a question to ask, he can attract the teacher's attention without having to exert much muscular effort.



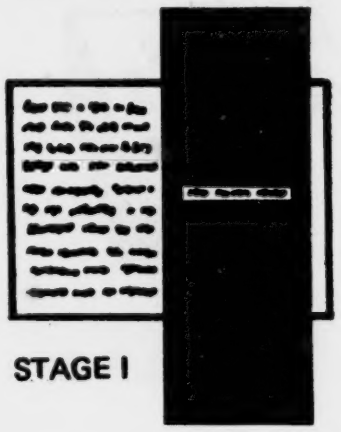
Reducing Distractibility

by Nina Marshman

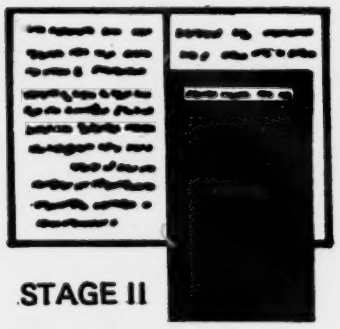
This aid is proposed for children who have the problem of distractibility when reading, children who cannot attend to the precise part of the page they want to without being drawn to the rest of the page.

Heavy sheets of black celluloid can be used to block out every part of the page except that to which the child is attending at the time. Three variations of this device are proposed for children who have differing degrees of distractibility.

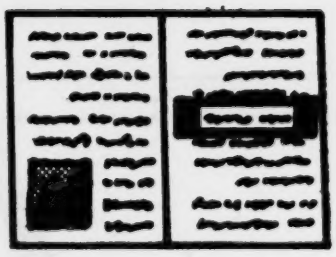
The first would involve a sheet of black celluloid that has a slit the dimension of one line of print cut out of it, so that everything but one line would be covered. The second would have a slit of the same dimension about one quarter of an inch from the top of the sheet, so that the child could see what had gone before, but not what was coming after. The third would consist of merely a slit surrounded by black celluloid one quarter of an inch thick on top and bottom and as thick as the margins of the lines on both sides. When a child is ready for this stage it indicates that his distractibility problem is decreasing, and that he should soon be able to do without any aid at all.



STAGE I



STAGE II



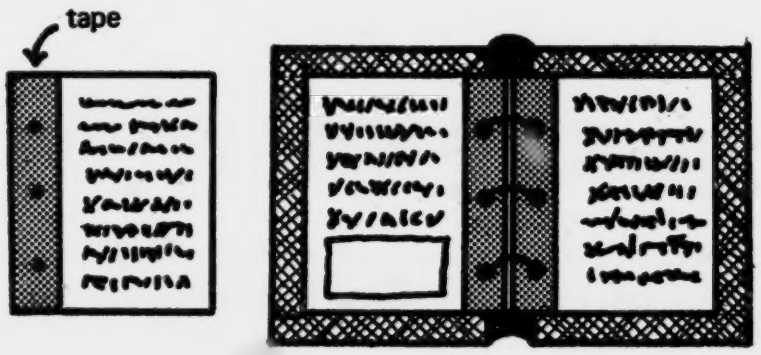
STAGE III

Book Holder Aid

by Nina Marshman

The following suggested aid is recommended for use by physically handicappped children who have limited use or control of their arms to facilitate the use of textbook material.

Bound textbooks are taken apart so that the pages can be separated individually. The formerly bound end of each page is covered with heavy tape; holes are punched and the pages are placed in ring-binders. This means that the children do not need to struggle to hold a book open and can devote their time to being able to read the material.

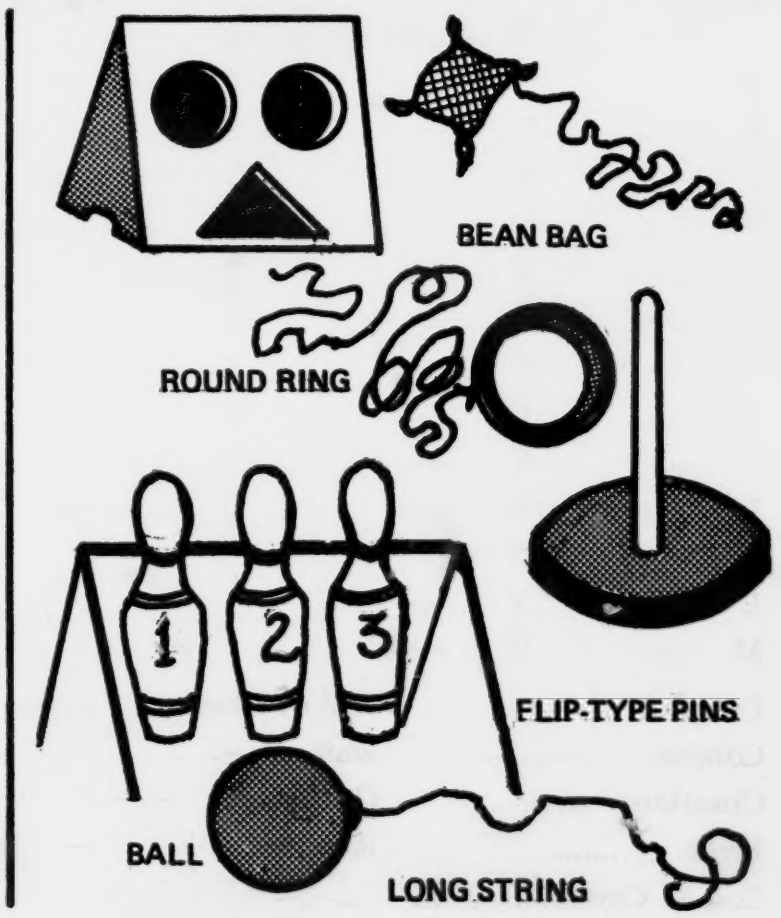


Attach-A-String

by Janet Hutchinson

A heavy string can be attached to a bean bag and utilized with the handicapped child who is unable to walk. The child merely throws the bag with the loosely attached string so that it can be easily retrieved.

A rubber ball or ring can also be used in place of the bean bag. A variety of tossing and bowling games could be played. The secret is to have the string just the right length!

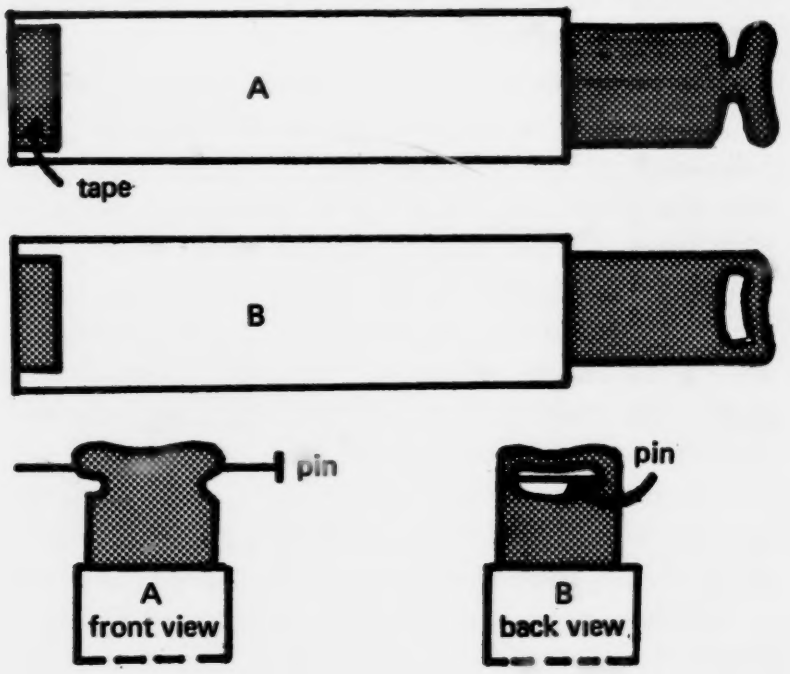


Fabric Holder

*by Rose Ann Emmerich**

This device is to help those girls or women who can use only one hand to hold a fabric while pinning it. It is drawn approximately to scale. The handles are of wood about 1/8 inch thick, joined by a masking tape hinge. Pieces of sheet aluminum are attached to the other end and cut and shaped as shown. Fabric is placed between A and B with the place to be pinned over the hole on B. The device can be held between the knees, under the forearm, etc. The pin is inserted between the slots on A, as shown in the end view.

*From an idea suggested by Charlotte Ragsdale, Ontario, Canada; formerly Occupational Therapist, Madison General Hospital.

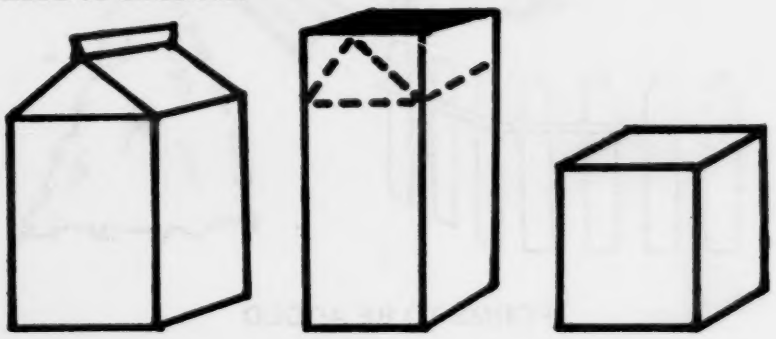


MODIFIED INSTRUCTIONAL MATERIALS

Milk Carton Building Blocks

by Janet Hutchinson

These various-sized blocks are cheap and easy to make for Kindergarten children. Just wash the carton, open the top, fold it down, and glue it flat. The blocks are safe and may be thrown away when soiled. They can be painted with enamel paint or covered with construction paper to add color. The poorly coordinated like to build, too, and if the carton happens to "get away" there will be no need to shudder.

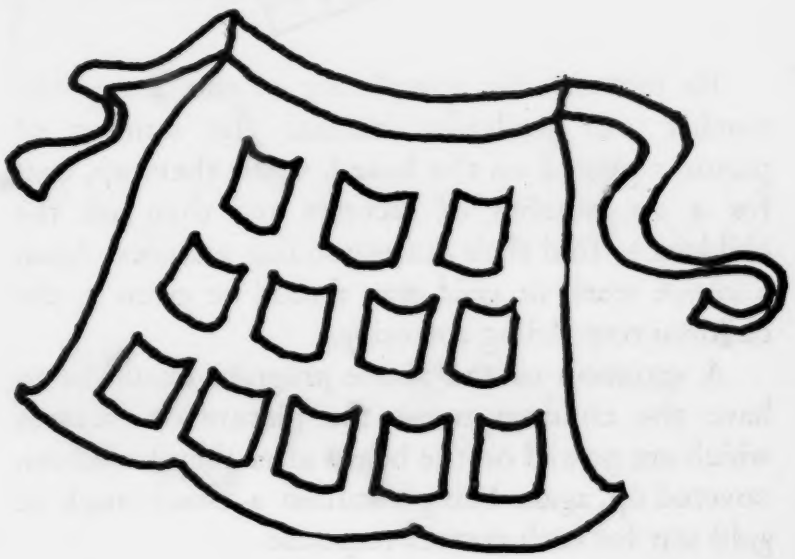


Apron Matching Game

*by Rose Ann Emmerich**

Pockets of different colors are stapled onto the apron (quicker than sewing and easily changed). The child places cards of matching colors into the pockets. A variation could be the use of simple forms or pictures stapled to pockets that match the apron.

*From an idea suggested by Sr. M. Sheila, OSF, St. Coletta's, Jefferson.



An Aid for Developing Visual Memory Skills

by Helen J. Simonson

Important in the development of reading skills is the ability to reproduce visual stimuli. The following program suggestion is intended to provide the child with a learning experience which will help him develop visual memory skills which will hopefully generalize to his learning to read. Each child should have a set of the same pictures which are mounted on sheets of colored construction paper, 8½ inches by 11 inches. Also, the teacher should construct for each child a record card on which she can record the child's successful responses by either a check mark or a gold star. Each child should have his own record card on his desk.

Teacher pins one picture upon the bulletin board without naming it. After a brief moment, the picture should be covered up and the child should pull out and hold up his picture which corresponds to the one covered up on the board. If the child is holding up the picture which corresponds with the one on the board, he should immediately receive a check mark or a gold star on his record card.

To increase the complexity of the lesson, the teacher can gradually increase the number of pictures pinned on the board, cover them up, wait for a set number of seconds and then ask the children to find their corresponding pictures. Again a check mark or gold star should be given to the children responding correctly.

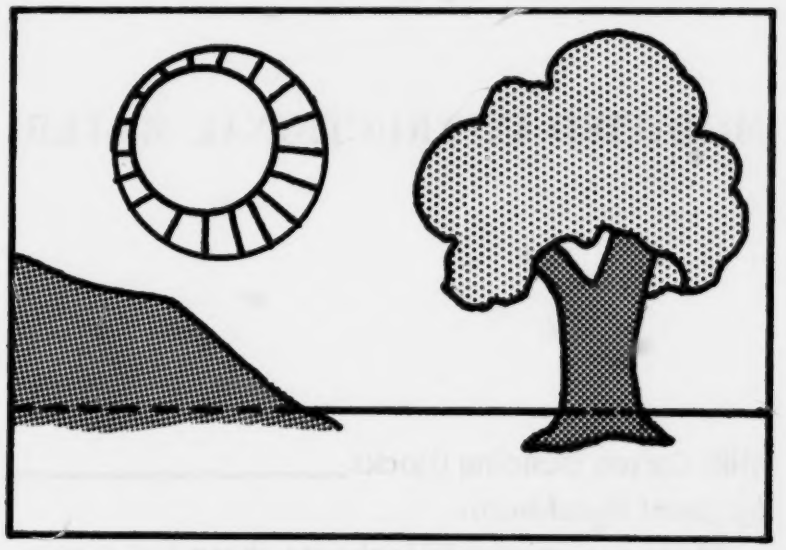
A variation of the above program would be to have the children name the picture or pictures which are posted on the board after they have been covered up, again being awarded a check mark or gold star for each correct response.

Flannel Story Boards

by Judith Bluestone

A carefully-planned feltboard can be used with children whose special learning disorders include figure-ground relationships. The cerebral palsied child, generally, is included in this group, and for such children who also have physical handicaps, the size of the materials used will have to be adapted.

The board should be constructed of a large piece of plywood (36" x 24") covered front and back with a neutral (bone) shade of felt. You can then turn the board for re-use without destroying previous learning. A large stock of felt background pieces such as grass, sky, water, hills, etc., should be available. Foreground objects should include people (mother, father, teacher, grandparents, baby, three boys, three girls), animals (dog, cat, cow, horse, bird, fish), and buildings and trees. A great deal of extra felt should be on hand to improvise props (balloons, sailboats, baskets, etc.) and special story characters. The figures should all be as simple in line as possible.



FLANNEL STORY BOARD

FORMS TO BE ADDED

After the experience or story is related, the class members should place the appropriate background and then add on top of it the proper figures for the stories. At first and with young children the teacher may have to do selection and let the child place the felt piece. Less impaired children could select their own material from a group of pieces on a nearby table or tray.

When cutting the figures initially, draw a heavy black line and cut just outside of the line. That way the figures are easily distinguished from the background and from other figures when they are on the feltboard. This increases the child's knowledge of what makes foreground and background. If they themselves place two whole figures (e.g., mother and baby) on the background with one figure overlapping the other (baby in mother's lap) they can perceive both the entities and the spatial figure-ground relationship.

Reading can be included in this use of the feltboard by matching felt-backed names of objects to the figures on the board. The felt board has many possibilities for incorporation into any unit whose concepts are difficult for the child with figure-ground perceptual handicaps. One great advantage of using the feltboard in conjunction with the particular text in use, or to be used, is that figures can be cut to duplicate the text illustrations; this way the child may be able to transfer his perception of figure-ground from the feltboard construction to the illustration that had created so much confusion.

Modified Bingo

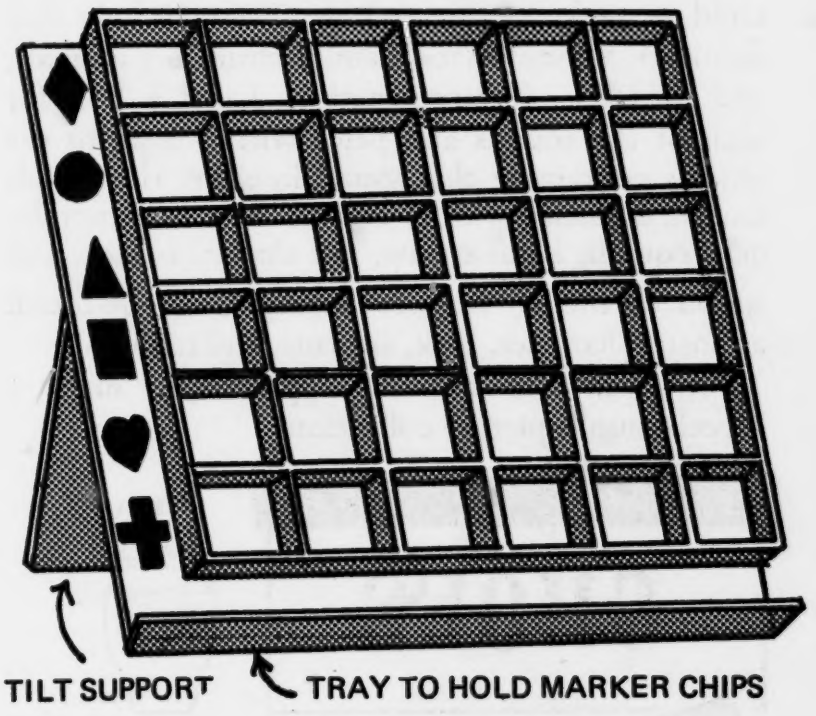
by Judith Bluestone

A modified game of Bingo can make group learning fun and even competitive for a group of very limited physically handicapped children. While various academic discriminations are being made, the children are increasing their eye-hand coordination, having the often impossible challenge of trying to win a race.

The modified Bingo boards should be made of wood that is twenty-six inches square and backed by a slight tilt board. Two inches at the bottom and left side should be marked off and then the total board and the boundary line just drawn should be bordered with thin strips of wood about one-and-one-half inches in depth (when mounted on the board). Block off the 2-foot square into 4-inch square blocks, and separate these by the thin wood strips. Have the strips cross the left hand boundary to form 2-inch-by-2-inch squares. Do not cross the bottom area, as that will be used for storage of marking chips. The left hand margin will be used for identification markers for the horizontal rows. This modification from the vertical Bingo rows is to increase the left-to-right progression needed for reading.

Once the boards for the class have been constructed, the blocks should not be filled with any discriminatory clues. Instead the teacher should construct several sets of clues (color strips, letters, numbers, words, objects, etc.) to be used with specific teaching units planned. Before using the boards these pieces may be quickly distributed in a random fashion so that one stimulus piece is in each block. Different systems can be used, also, for the identification markers depending on the children's level of intellectual functioning.

BINGO BOARD



As the game is played, the teacher or a selected student calls a stimulus clue and the children all scan their boards to locate it, and then place a marking chip in that square. There is no chance that an awkward later motion will disrupt the marks already placed. The object of the game can again vary with the attention span and perceptual deficits of the group. The goal can be set at a vertical line, horizontal line, or diagonal as the children reach those perceptual stages. Whole-card Bingo is usually tedious, though some groups enjoy persisting, despite the length of time involved. The cards can be easily checked by placing a contrast-

ing marker in each winning box of the card to see if it is correct.

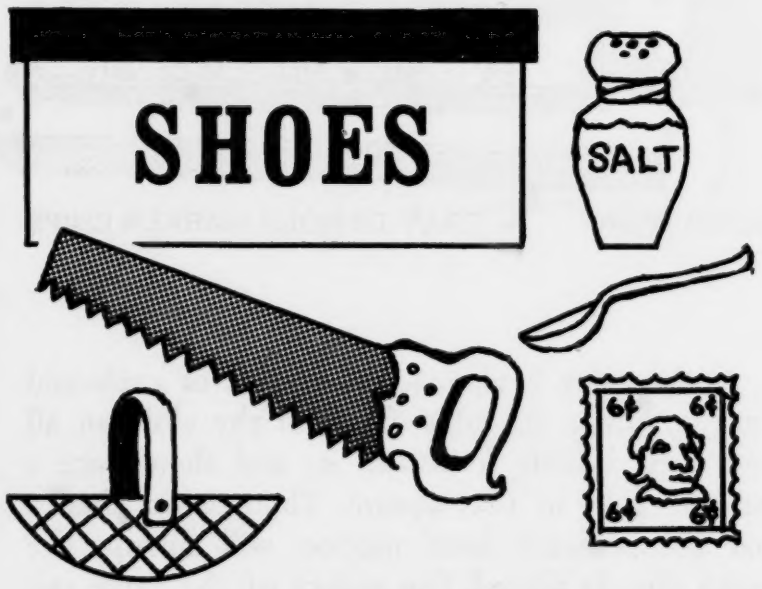
Besides the interest advantage and social learning of this use of a Bingo board, there are other advantages for the teacher. Once the pattern of response has become learned, the boards can be used to administer group multiple-choice tests. This would force immediate feedback, for in order to go beyond six questions, the boards would have to be checked in order to clear them of previous answers. There are many other uses that the teacher will find for these boards once he has begun to use them.

A Speech-Sounds Toy Collection

by Richard Jentoft

In most ten-cent or variety stores there are small inexpensive toys that are very helpful in getting the child to make certain sounds. These include doll furniture, miniature tools and utensils, toy animals, and vehicles of transportation. Label a box for each of the sounds and place within it all of the objects containing that sound in either the initial, medial, or final position. The "s" box, for example, may contain a horse, saw, salt shaker, basket, and spoon. In the "r" box, for example, may be found a rooster, hammer, fork, airplane, and rabbit.

One can also use this approach to make a speech-sounds picture collection.



A. Use an ordinary shoe box as the container for the toy collection.

B. Place the toy collection in the shoe box. Use this collection in any way that may be of benefit to the child.

C. "S" sound example is illustrated.

A Speech Picture Book

by Richard Jentoft

It is a considerable help in speech therapy to have a child have his own picture book. Before the book is made by assembling a variety of pictures from magazines and other sources, request the child to bring a simple A-B-C book.

In using either book, the child merely names the objects seen in the picture book which he brings and learns to associate the names with the pictures so that when he begins to read he may be already somewhat familiar with the sounds and appearances of the letter symbols. The therapist should use the sounds of the letters as used in words, rather than naming them separately. The child learns to talk by trying to say words, not by naming separate letters. This is very important, for otherwise the child may not learn to fuse properly the elements at the beginning of various words. He may recognize only separate letters; therefore, the word as a whole may have no meaning.

A. Use an ordinary scrap book or mount pictures on paper and clip the pages together.

B. Paste the pictures in as illustrated. You may write the words underneath each picture.

C. To use, follow the directions indicated above.

The child's mother and his therapist should plan the book together. But the child, if possible, pastes the pictures in himself, or with limited help, for in making the book it becomes part of his own handiwork, hence its value to him is enhanced. Begin with the vowel sounds first, then the easier consonants, and later the more difficult ones such as the high frequency sounds.

A Hand Puppet

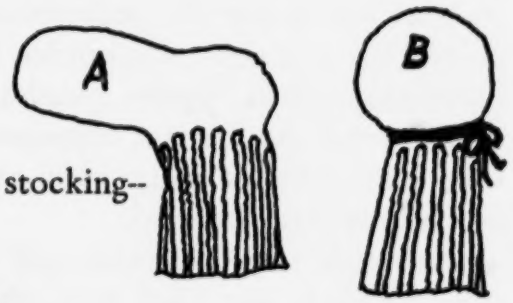
by Richard Jentoft

A hand puppet can be an effective focal point for the child's attention in the teaching of relaxation or speech sounds.

A. Directions for Making the Puppet: Make the body by stuffing the leg of a stocking. The size of the body should be planned so that it will fit comfortably into the therapist's hand. Put on a head and feet, then dress the puppet to represent any character interesting to the particular child. It helps to make a long black casing to cover the therapist's arm. This is attached to the back of the puppet's head in such a way that there is an opening inside the casing of the head to allow the first, second, and third fingers of the therapist's hand to manipulate the motions of the puppet's head. The thumb goes inside the sleeve and operates one arm while the little finger operates the other arm.

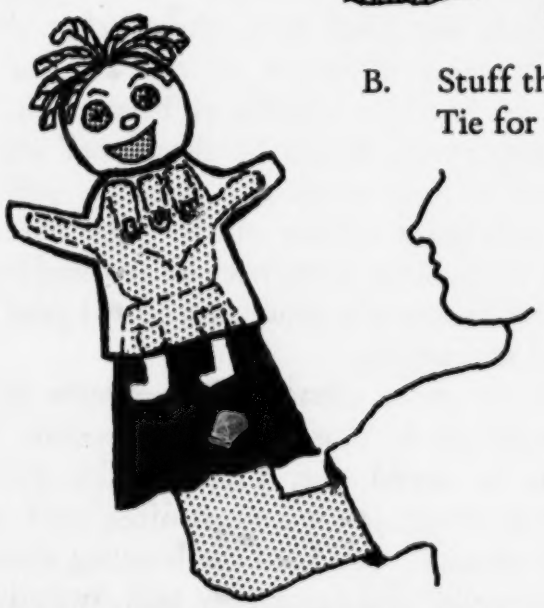
B. Name of the Puppet: Any name will do, but make sure it is easy for the child to pronounce.

C. Directions for Use: Have the child imitate the actions of the puppet. By using the familiar game of "follow the leader," the puppet can serve as an effective means of varying the training work.



A. Take a stocking--

B. Stuff the head--
Tie for the neck--



C. Dress and make-up to fit any character you wish.
1. Make any face that fits the activity.
2. Use a black drape around your arm.

An Aid to Reading and Writing Skills*

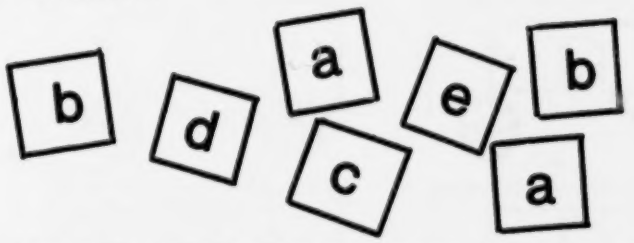
by Helen J. Simonson

Alphabet letters, each on small cards, can be used to serve a variety of functions. Initially, when the child is just beginning to learn letters of the alphabet, the letters can be used in a sorting game. There sould be two cards for each letter so that the child can match the two which are alike. For the letters "p," "q," "b," and "d," which are usually causes for the child's confusion, the letters can be distinguished by being represented in different colors.

As the child is ready to learn sight words, he can complement this lesson by building words from his sight vocabulary out of his collection of letters. The child can likewise learn to spell out his name by using the letters in his stack of alphabet cards.

Also as an aid in learning to print, the child can copy letters from the cards or he can copy words that he has formulated using the alphabet cards.

*Adapted from *Brain Injured Child* by Strauss and Lehtinen.



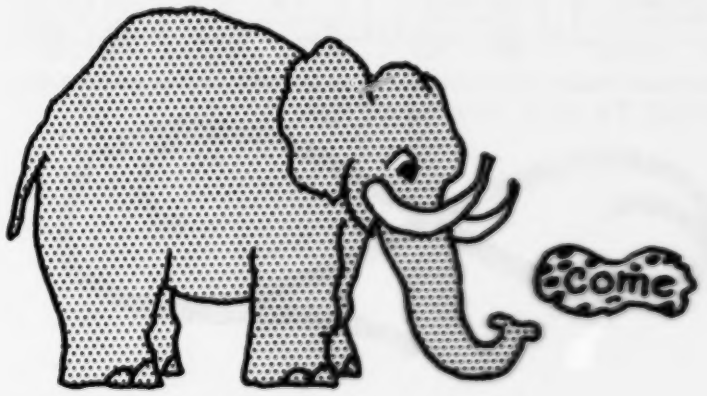
AN AID FOR DEVELOPING VISUAL MEMORY SKILLS

Effie Elephant Word Game

*by Rose Ann Emmerich**

Effie's claim to fame is that she enjoys being fed "word peanuts" almost as much as the children enjoy feeding her through the slot under her tusk. Of course, it is only fair that the child be asked to read the word before he feeds it to Effie. For the teacher's convenience, a small box should be attached in back to collect the peanuts for redistribution to the children.

*From an idea suggested by Sr. M. Sheila, OSF, St. Coletta's, Jefferso ..



Phonics Train

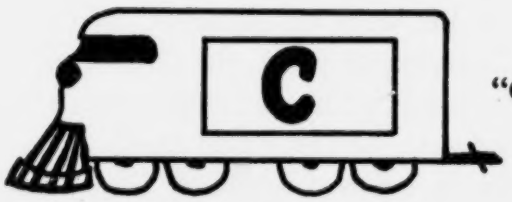
by Janet Hutchinson

The Phonics Train can be used for any regular elementary school child but has proven exciting and worthwhile for the slow learner as well. It is adapted to the physically handicapped because of its ease of push-button operation controls.

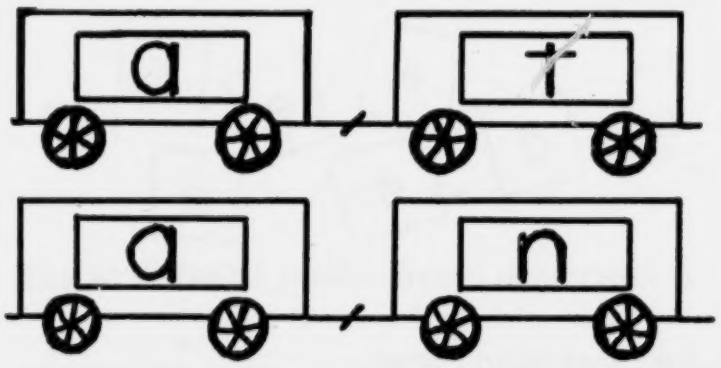
MATERIAL NEEDED: Electric train with five cars, straight and curved track, uncoupling track sections, and controls; 3 x 5 word or letter cards.

The tasks get progressively harder as the child's vocabulary increases. The engine can only be coupled with cars that will go with that particular engine's word card and in a sensible order.

EXAMPLE: CAT CAN

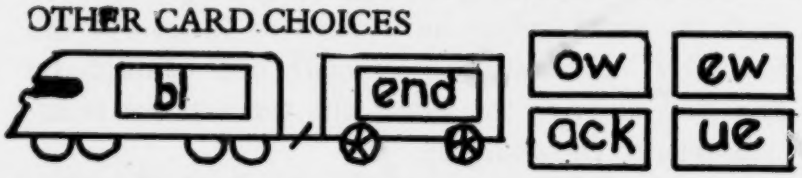


"C" ENGINE

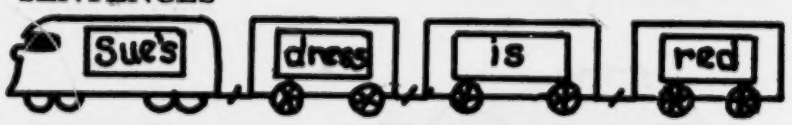


BLENDS

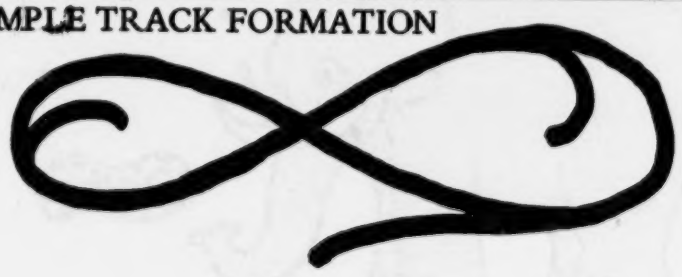
OTHER CARD CHOICES



SENTENCES



SAMPLE TRACK FORMATION



Preposition Illustration Cards

by Judith Bluestone

Children with special learning disorders involving spatial disorientation often have great difficulty in learning the meaning of prepositions. The teacher could use a multiple approach to this problem, the foundation of which is based on vision.

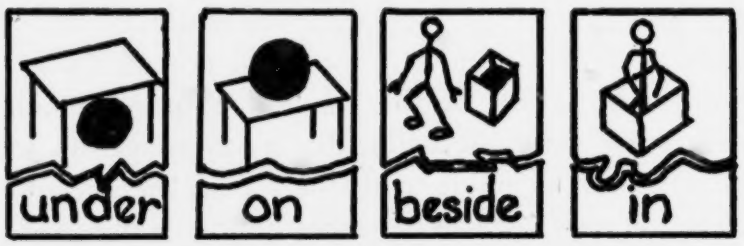
Initially visual and kinesthetic patterning games such as "Simon Says" are employed using commands like, "Put your hands *on* your hips, . . . *in* your pockets . . ." The children should be instructed to not only pattern the teacher's gesture, but repeat the stressed word (for older children, you can ask them to repeat the preposition) as they do the action. This way the children are getting verbal, auditory, visual, and kinesthetic information about the specific preposition. After several games using these methods, the teacher should begin holding up a card with the word and the appropriate action-placement while he just says the word.

As the individual class members show mastery of this task, they can engage in individual puzzle activities, matching the flash card of the preposition to the picture that best illustrates it. The progression of the puzzles can include varying degrees of self-correction. First, color clues might be used by having the preposition lettered in the color that matches the border of the matching illustration. Next, jigsaw puzzles might be used, where only the correct responses will interlock with each other. Finally, plain matching exercises on flashcards can be used.

Although some pictures and the prepositions they illustrate are given here, the teacher should gear the learning situation to the interest and experience levels of the specific child or group. The words incorporated should be those that are first encountered in the texts the children will use. Also, no indication of size will be given here, nor of textual clues, since these may be adapted by the teacher who knows the other perceptual problems of those he is teaching.

One of the most advantageous aspects of this learning method is that visual perception from illustration to word was used as the primary channel of learning, and it is most often used as the functional channel outside of the learning situation for this particular discriminatory task. Introducing the task (and continuing with more complex instructions) by the action-game method has high appeal to the children. who usually do not realize

that they are learning until they realize they can follow the card patterns when they are introduced. Language Lotto also puts out one very limited form of preposition cards.



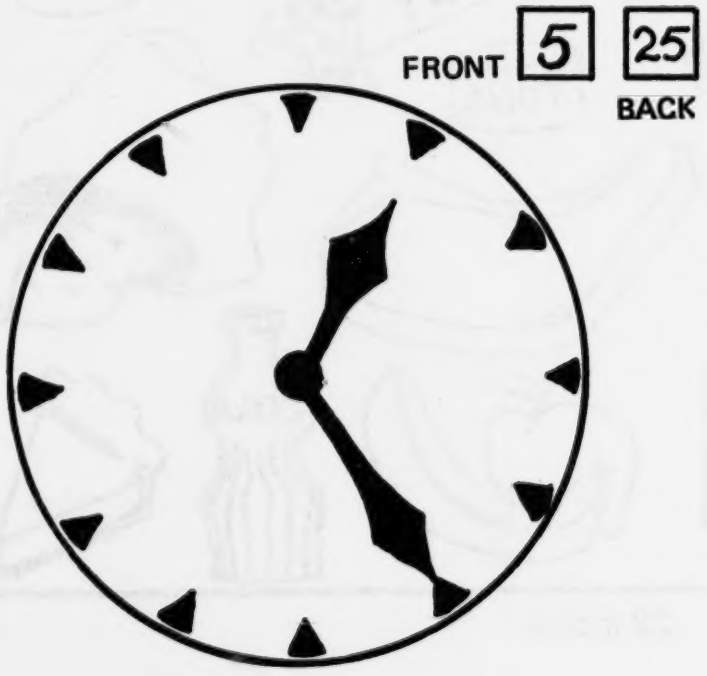
PREPOSITION ILLUSTRATION CARDS
FOR INDIVIDUAL LEARNING SITUATIONS

Clock Teaching Aid

*by Rose Ann Emmerich**

This is an intermediate teaching aid. The face is a cardboard disc covered with flannel. A paper shank holds the heavy tagboard hands in place. To aid those with poor spatial orientation, positions for the numbers are marked with small triangles. The numbers are on 2-inch square cardboard blocks, covered with *matching* flannel. On one side are the numerals 1 through 12; on the other side, 5 through 55. The child can be instructed to place the numbers on the clock, corresponding to the location of the hands, and then say the time. If this presents a problem, he can turn over the 5, for instance, and find that "big hand on 5" always indicates 25 minutes after the hour.

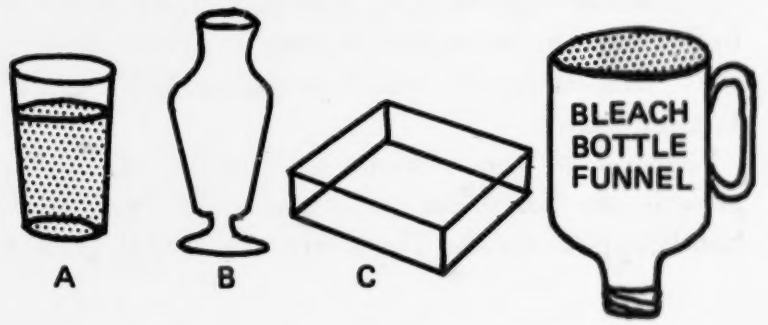
*From an idea suggested by Sr. M. Sheila, OSF, St. Coletta's, Jefferson.



An Aid in Teaching the Concept of Volume

by Helen J. Simonson

Teach concepts of volume by transferring colored liquids from one size container to another. If necessary, use a funnel adapted from an inverted plastic bleach bottle with the bottom cut out – to aid in the transfer of the liquid from one container to another. Children can be motivated to guess whether or not they think the liquid in container A will fit into container B or container C. All containers should be glass or a clear plastic so that the child can easily see the new form the liquid has taken when poured into a new container.



A Nutrition Flannel Board

by Judith Bluestone

A Nutrition Flannel Board can be constructed to help teach self-help skills to non-retarded, physically handicapped children of a wide age-range. The intermediate board will be explained in the most detail. These boards help to teach a skill that is presently not used because of age and physical restrictions of the students; however, it can be assumed that with medical advances and adapted homes, the students will some day be in a position to plan and prepare their own menus.

The basic concepts involved in such planning can be broken down into many small areas. These include knowledge of requirements and of foods belonging to the groups which meet these requirements, knowledge of what utensils are necessary for eating specific foods and of what utensils are necessary for preparing these foods, and knowledge of which foods are traditionally appropriate for specific daily or seasonal meals. The flannel board is used to create an active matching and grouping situation within each of these concept areas.

At the primary level, a simple matching of food to appropriate eating utensil is a recommended task and is certainly useful to the child who first finds himself in a group lunch situation without continuous supervision. The next step could be

learning the time of day in which to eat certain foods. This can be practiced graphically on the flannel board by matching foods to a set clock face. After academic knowledge of basic food groups has been learned (at the intermediate level), the students can incorporate the second skill into a third skill – menu planning. The teacher can place a set clock face on the flannel board and have the students select a well-balanced meal from the available flannel board forms.

The last step would be adding the skill of matching appropriate cooking (or other preparation) utensils to the foods, following recipes by the use of the flannel board forms. This skill should, of course, be built upon the intermediate step of the program, so that well-balanced meals are "cooked" on the flannel board.

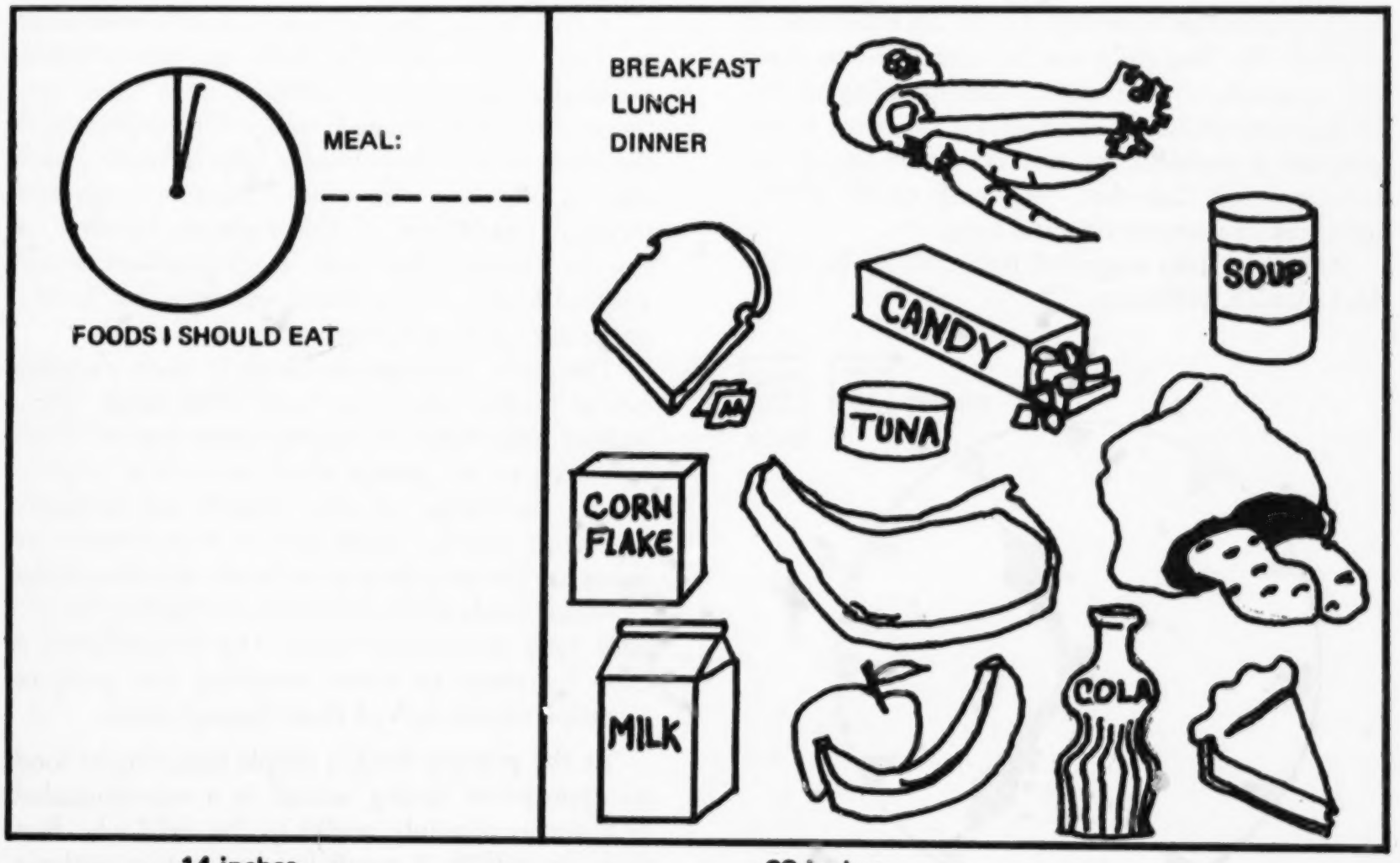
Several of the obvious advantages of this approach are based on the absence of fear in the handicapped child. There are no actual pots to spill, meals to burn, or nutritious elements to do without, if the learning is slow. The area has high interest value for children who are in need of these skills at the time they are introduced, and who realize their long-term need of these total skills. The only problem with the approach is that such materials have not yet been introduced commercially, and the initiation of the program requires much preparation time. Actually, this is advantageous, so materials can be made to fit the special dietary and economic needs of the particular students involved.

The diagram of the intermediate board, with a partial illustration of materials, includes suggested dimensions of various parts needed.

A similar idea for the primary level of this nutrition board was suggested in the Cincinnati Public Schools Curriculum Bulletin No. 119: *The Slow Learning Program in the Elementary and Secondary Schools,* 1964.

NUTRITIONAL FLANNEL BOARD

INTERMEDIATE TASK: Plan a well-balanced meal for the time of day shown. What meal is this?



14 inches

22 inches

Current Events Bulletin Board

*by Rose Ann Emmerich**

This is a semi-permanent board that has been found effective for use at the intermediate as well as the primary level.

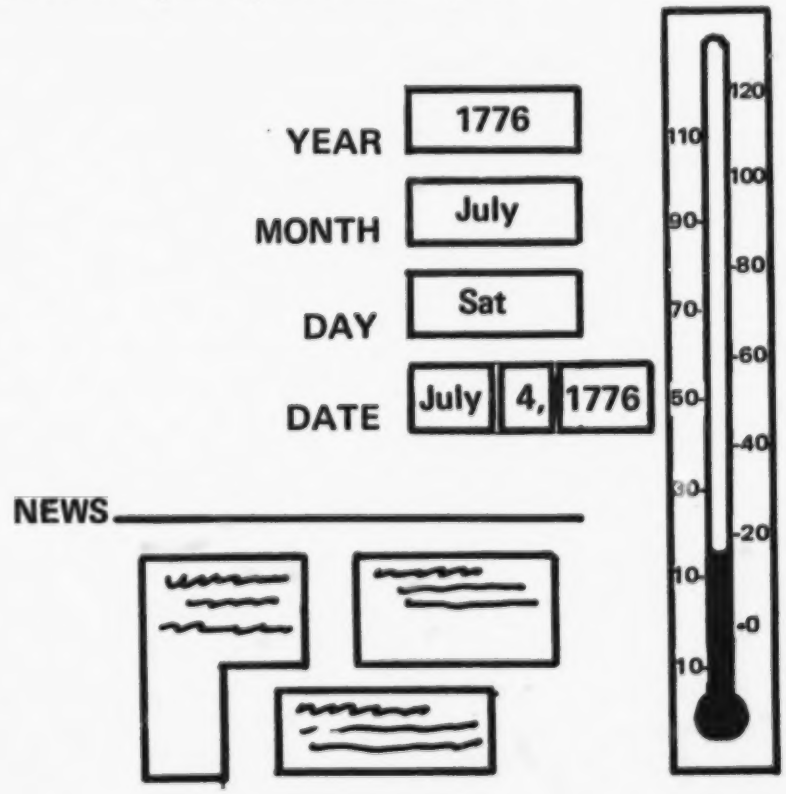
The thermometer is similar to the one shown on p. 100, Bulletin 21-B: Vol. II. It is drawn on heavy tagboard with the bulb inked in. A length of elastic is dipped in India ink, so that half of it is red. It is then fed through slots at either end of the thermometer and the ends are sewn together to form a continuous loop, and the amount of red showing can be varied to indicate the right temperature. The thermometer should be at least 24 to 30 inches high so that the markings can be shown in detail.

The letters, lower case for primary level, are made of two thicknesses of corrugated cardboard glued together and sealed on the edges with half inch masking tape. The tops of the letters are velour, in colors which match the room decor. The year, month, day, etc. are removable and hung on hooks. A comma is always inserted between the numbers in the date, i.e., July 4, 1776.

The "news" may be newspaper or magazine clippings, but also school or class news typed on index cards.

Interest is further stimulated by sometimes putting up the wrong year or an incongruous temperature. The child who finds the error may make the proper adjustment.

A sense of history can be enhanced by posting the year the historical event of the day took place, instead of posting the current year.



Movable Duty Wheel

by Janet Hutchinson

The wheel can be easily moved by any child one space a day. The multi-colored center wheel turns by means of a paper fastener. The outer wheel consists of the pupils' names and the inner wheel is a list of particular duties selected by classroom teachers.